DOCUMENT RESUME

ED 093 880 SP 008 250

AUTHOR	Futch, Frances S.
TITLE	Beginning Gatorball; Physical Education: 5551.24.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	52p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Athletics; *Curriculum Guides; *Physical Education; *Sportsmanship; *Teachers
IDENTIFIERS	Gatorball; *Quinmester Program

ABSTRACT

GRADES OR AGES: Grades 8-12. SUBJECT MATTER: Rules, skills, and tactics of gatorball. ORGANIZATION AND PHYSICAL APPEARANCE: The contents are divided into eight areas, which are Course Guidelines, Course Description and Broad Goal, Course of Study Behavioral Objectives, Course Content, Learning Activities and Teaching Procedures, Evaluation Plans, and Bibliography. The guide is mimeographed and stapled with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives include observation skills, basic skills, course content knowledge, and social and personal attitudes. Warm-up exercises, lead-up games and variations, drills, and skills practice techniques are described. INSTRUCTIONAL MATERIALS: Books and guides are recommended for teachers and students. STUDENT ASSESSMENT: Items for a skills test are recommended. (PD)

ED 093880

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

BEST COPY AVAILABLE

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

PHYSICAL EDUCATION

Beginning Gatorball

5551.24	5561.24
5552.24	5562.24
5553.24	5563.24
5554.24	5564.24
5555.24	5565.24
5556.24	5566.24

SP018 252

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 093880

BEGINNING GATORBALL

5551.24 5561.24
5552.24 5562.24
5553.24 5563.24
5554.24 5564.24
5555.24 5565.24
5556.24 5566.24

BEST COPY AVAILABLE

PHYSICAL EDUCATION

Written by

Frances S. Futch

For The

DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1971

SPAIS 350

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services
2210 S. W. Third Street
Miami, Florida 33135

TABLE OF CONTENTS

I. COURSE GUIDELINES 1

A. Student Classification
B. Grade Level
C. Level of Performance
D. Suggested Prior Experiences
E. Subject Status
F. Length of Unit

II. COURSE DESCRIPTION AND BROAD GOAL 1

A. Description
B. Methods and Evaluations
C. Area of Concentration

III. COURSE OF STUDY BEHAVIORAL OBJECTIVES 2

A. Observed Skills Objective
B. Basic Skills Objective
C. Course Content Knowledge Objective
D. Social and Personal Attitudes Objective

IV. COURSE CONTENT 4
(This section may be duplicated for distribution to students.)

A. History of Gatorball
B. Description of Game
C. Rules and Regulations
D. Terminology
E. Social and Ethical Values
F. Playing Courtesies
G. Safety Procedures
H. Equipment and Area
I. Techniques and Fundamentals

V. LEARNING ACTIVITIES AND TEACHING PROCEDURES 16

A. Warm Up Exercises
B. Lead Up Games and Variations
C. Drills and Skills Practice Techniques
D. Players Responsibilities
E. Team Play
F. Suggested Structure of Activity
G. Recommended Teacher Resources
H. Recommended Student Resources
I. Skills and Drills Formations

VI. EVALUATION PLANS 33

VII. BIBLIOGRAPHY 48

BEGINNING GATORBALL

I. COURSE GUIDELINES FOR COURSE NUMBER

5551.24	5561.24
5552.24	5562.24
5553.24	5563.24
5554.24	5564.24
5555.24	5565.24
5556.24	5566.24

A. Student Classification: Coeducational
B. Grade Level: 8-12
C. Level of Performance: Beginning
(Note: Gatorball can be played by grade 7 with modification of rules. See Lead-Up Games and Variations.)
D. Suggested Prior Experiences: Some knowledge and skills of soccer and basketball.
E. Subject Status: Elective
F. Length of Unit: 9 weeks

II. COURSE DESCRIPTION AND ACCREDITATION STANDARD BROAD GOAL

Junior High: 9.816 (1) a,c,d,i,j
Senior High: 9.920 (1) d

A. Description

Beginning gator ball is designed to offer a greater opportunity for the mastery of team skills, the need for vigorous activity, and the development of wholesome individual and group relationships with the satisfaction of learning in an atmosphere of fun and enjoyment.

B. Methods and Evaluation

The course will consist of lectures and discussions, practice of skills presented, game situations, class tournaments, and written and skills test.

C. Areas of Concentration

Class periods will be devoted to the understanding of rules of gatorball, the mastery of skills, development of offensive and defensive tactics, and the opportunity to play in actual game situations through class tournaments.

III. COURSE OF STUDY BEHAVIORAL OBJECTIVES

A. Observation Skills Objective: 40% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) d,e,g
Senior High 9.9420 (2) i

All students will demonstrate ability in beginning gatorball skills, strategy and tactics which will be practiced and developed in class period by means of drills and lead-up games. The majority of students will display sufficient ability to play in a game situation and will be measured by competencies described in the identification of each skill listed in the course content. Each student's progress and performance in the skills listed below will be evaluated by teacher judgment by observation, and annotation.

a. Running
b. Kicking
c. Volley
d. Throwing-Passing
e. Dribbling
f. Trapping
g. Heading
h. Tackling
i. Blocking
j. Punting
k. Goalkeeping
l. Offensive Team Play
m. Defensive Team Play

2. State Accreditation Standard: Junior High 9.8416 (2) e,f,g
Senior High 9.9420 (2) k

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a-m.

B. Basic Skills Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) d,e,g
Senior High 9.9420 (2) i

All students will participate and be rated in at least three skills tests and the majority of students will achieve an average or better score. These tests will be set up and administered according to the scoring and procedure specifications listed in Section VI or other authoritative sources.

a. Zigzag Dribble
b. Dribble and Pass
c. Foot Trap
d. Goal Power Kick
e. Punt for Distance

2. State Accreditation Standard: Junior High 9.8416 (2) e.f.g
Senior High 9.9420 (2) k

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a-e.

C. Course Content Knowledge Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) d,e,g
Senior High 9.9420 (2) i

All students will respond in writing to a test on gatorball and the majority of students will achieve an average or better score. This test will represent 20% of the unit grade and will be based on the Beginning Gatorball Quinmester Unit course content and the class discussions, and will include some questions in all of the following areas:

a. History
b. Game Description
c. Rules of the game
d. Method of scoring
e. Penalties
f. Safety factors
g. Terminology

2. State Accreditation Standard: Junior High 9.8416 (2) e.f.g
Senior High 9.9420 (2) k

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a-g.

D. Social and Fersonal Attitudes Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) d,e,g
Senior High 9.9420 (2) i

Social and personal attitudes displayed by all students will be evaluated by observation, group discussions, and individual guidance throughout the entire unit, and it will represent 20% of the unit grade. The teacher will motivate an atmosphere wherein the majority of the students will respond to this development and exhibit desirable behavior. This evaluation will be based on the following social and personal attitudes:

a. Emotional Control
b. Good Sportsmanship
c. Team Work
d. Consideration of others
f. Playing courtesies
g. Respect for teacher and classmates
h. Willingness to participate regardless of degree of skill.

2. State Accreditation Standard: Junior High 9.8416 (2) e,f,g
Senior High 9.9420 (2) k

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a-h.

IV. COURSE CONTENT
(This section may be duplicated for distribution to students.)

A. History of Gatorball

Gatorball was originated by Dennis K. Stanley. The game was first played at Daytona Beach High School in 1929. Later experiments in the P. K. Yonge Laboratory School in Gainesville, Florida resulted in the modern version.

B. Description of Game

Gatorball is a combination of soccer, speedball, basketball, and touch football. The game is played on a field approximately 80 yards long and 40 yards wide, divided into four equal parts. The goals on each end line are constructed with two uprights approximately 15 feet apart with a crossbar on top approximately 7 feet high. The game is played with a soccer ball. There are five to nine players on a team. The game consists of two 20 minute halves with a 10 minute rest between halves.

C. Rules and Regulations

1. KICK-OFF. The ball is put in play at the beginning of the game and after each goal by a place-kick from the center of the field. On the kick-off all members of the kicking team must remain in their own half of the field, and the opposing players must remain in their half of the field at least ten yards from the ball until the ball is kicked. If the ball on the kick-off does not travel toward the opponent's goal a distance equal to the circumference of the ball, it must be brought back and the kick made again. As soon as the kick-off is made, all players may cross the center line and play anywhere on the field. It is suggested, however, that players keep in approximately the same relative position as shown in class. (See diagram of playing field, page 10)

2. FLY BALLS. In playing the ball, fly balls and first bounce balls must be played with the hands. When a player catches a ball with her hands, she may elect to pass, run with it or kick it. If she does not take more than one step with the ball in her possession she is considered to be playing basketball and must be guarded as in basketball, i.e., an opponent may not tag, push, hold or guard with personal contact but may attempt to gain possession of the ball by tying it according to basketball rules. While playing as in basketball, a player may pivot as long as he keeps one foot in place. She may pass the ball at any time or drop it to the ground. However, if she drops it to the ground, she may play it with the feet but may not again play it with the hands until another player has played it, i.e., she may not dribble as in basketball.

3. RUNNING. A player in possession of the ball may elect to run with it at any time. If a player, after she has taken more than one step with the ball, is tagged by an opponent, a free kick is awarded the opponent's team at the point where she tagged the runner.

To avoid begin tagged, the runner may at any time drop the ball to the ground and play it with the feet as in soccer, or she may pass or punt it. If a player, after taking more than one step with the ball, stops, she is still eligible to be tagged just as if she had continued to run.

4. GROUND BALLS. Any ball other than a fly ball or first bounce ball must be played with the feet as in soccer. In playing a ground ball, a player may pass it to another by kicking it into the air or along the ground, or she may dribble it by a series of taps with one foot or alternate feet. Even though the ball may be in the air when it is bouncing, the ball is ruled a ground ball until it is again raised into the air direct from a kick. The use of the body or the head on a ground ball does not convert a ground ball into an aerial ball.

   A ground ball may be converted into an aerial one by the following methods:

   a. By a lift to oneself or another player; i.e., placing the foot under the ball and lifting it into the air from its ground position so it may be caught before touching the ground.

   b. By a kick-up to oneself; i.e., snapping one foot from the top of the ball, as is done with a racket in picking up a tennis ball.

   c. By a two-legged kick-up to oneself; i.e., by securing the ball between the ankles, then jumping into the air and, with a quick knee action, placing the ball in position for catching with the hands before it touches the ground.

   d. By allowing the ball to roll up the foot or leg to the hand, or by giving upward impetus to the ball with either one or both feet.

5. AERIAL BALL. A ball that has been raised into the air directly from a kick. A ball thus raised into the air remains an aerial ball until it again hits the ground. An aerial ball not yet caugh may be blocked in any way by the body. An aerial ball met with a body block remains an aerial ball until it hits the ground.

6. TIME-OUT. Time-out may be taken in the following situations:

   a. When the ball is dead or at any time in case of injury.

   b. Only when ordered by the umpire.

   c. Three time-outs of two minutes each shall be allowed each team during a game. The fourth and succeeding times shall constitute a foul.

d. Time-out may be taken by the umpire and not charged to a team in case of injury, disqualification, or any unavoidable suspension of play temporarily.

e. Time-out shall not be granted while the ball is in play, even through the team requesting it shall be in possession of the ball.

f. The ball shall be put in play after time-out in the following manner:

1. If the ball is out-of-bounds when time-out is called, it shall be put in play from out-of-bounds.
2. If time-out is requested just after a foul is called, play shall be resumed by putting into effect the penalty for the foul.
3. If time-out is called after a goal has been made, the play shall be resumed by a kick-off.
4. In case time-out is called unavoidably when the ball is in play, the play shall be resumed by a toss-up at the spot where the ball was when time-out was called.

7. SCORING. One point is scored for a team each time the ball legally passes completely over the opposing team's end line between the uprights and under the crossbar. The ball may be carried, thrown, or kicked through the goal.

8. FOULS. It is a foul to hold, push, kick, trip, strike or charge an opponent, touch with the hands a ball that has bounced more than once; kick a fly or first-bounce ball, play a ball again on kick-off, throw-in, or free kick before it has been touched by another player; or make a dangerous kick either by kicking the ball into an opponent or raising the foot dangerously in attempting to kick the ball.

9. FREE KICKS. All fouls are equalized by awarding the opposing team a free kick at the point where the foul occured. A free kick is also awarded a team when one of its players tags an opponent who has taken more than one step with the ball in her possession. On a free kick all players of the opposing team must be at least five yards from the ball at the time it is kicked, except that when the kick is awarded less than five yards from the opposing team's goal, the opponents may take position on their goal line. A goal may be scored directly from a free kick except that when the kick is awarded to th attacking team in the zone nearer the opponent's goal. The ball must be touched by at least one player of the kicking team other than the kicker before a goal may be scored.

10. PENALTY KICK. In the opinion of the referee or instructor, any unnecessary roughness or unsportsmanlike conduct will be penalized by giving the opposing team a "penalty kick" from a point two yards in front of the restraining circle around the goal.

11. OUT OF BOUNDS: When the ball goes out of bounds either across the side line or a goal line other than to score a legal goal, it is put in play by a throw-in (as in basketball) at the point by an opponent of the player who last touched it before it went out.

12. JUMP BALL: A jump ball occurs when two opposing players cause a ball to go out of bounds, gain possession of a fly or first-bounce ball, or foul each other simultaneously. When these occur, the ball is put in play at the spot, except that the jump is never taken nearer than five yards to a side or end line, by tossing it up between the two players. Neither of the jumpers may tap the ball more than twice and neither may catch it before some other player has touched it.

13. GOALKEEPER: One player on each team is designated as goal-keeper. The goalkeeper may play anywhere on the field. However, when she is in the zone nearest her goal she has the privilege of playing ground balls with her hands and of taking four steps with the ball before being eligible to be tagged. Players of the attacking team may charge the goalkeeper, so long as they do not use their hands or charge her violently.

D. TERMINOLOGY

1. Aerial Ball. A ball that has been raised into the air directly from a kick by one or both feet and includes the punt, drop-kick and kick-up, or a thrown ball which has not touched the ground.

2. Attackers. The members of the team in possession of the ball.

3. Blocking. Intercepting the progress of the ball with any part of the body. A ground ball may not be blocked with the arms or hands unless they are held in contact with the body.

4. Carrying. A foul made by the goalkeeper when she takes more than four steps with the ball.

5. Dead Ball. The ball is dead when out-of-bounds, following a score, after a foul, during time-out, and on a tie ball.

6. Defenders. Members of the team which is attempting to gain possession of the ball.

7. Dribble. A series of forward kicks used to control and advance the ball.

8. Drop Kick. A caught ball which is dropped to the ground and is kicked just as it bounces from the ground.

9. First Bounce Ball. A dropped or kicked ball which touches the ground one time before being caught by a player.

10. Ground Ball. A ball that is rolling, bouncing, or stationary on the ground. Although it may be in the air, it is still a ground ball until it is played into the air from a direct kick.

11. Kick-up. A means of converting a ground ball into an aerial one, in which the player lets the ball roll up her foot or leg to her hand, or gives an upward impetus to the ball with either one or both feet. The ball may roll up the leg, providing it is in the air before it is caught, or the player may lift the ball from the ground with the foot.

NOTE: Before the ball is caught, either the foot must leave the the ground or the ball must leave the foot or leg.

12. Own Goal. The goal a team is defending.

13. Passing. A means of advancing the ball from one player to another by throwing or kicking.

14. Penalty-kick. A free kick awarded for unnecessary roughness and/or unsportsmanlike conduct.

15. Pivot. A play in which a player with the ball steps once, or more than once, in any direction with the same foot while the other foot remains in contact with the ground.

16. Place-kick. A kick made by a player, with or without preliminary steps, while the ball is stationary on the ground.

17. Punt. A caught ball that is dropped but kicked before it touches the ground.

18. Tagging. A legal touch of an opponent used to gain possession of the ball.

19. Trapping. Stopping the progress of the ball by securing it under the foot, between both feet, or between the front of the legs and the ground.

20. Volley. Meeting a ball which is traveling in the air with some part of the body such as the head, hips, or shoulder and directing it toward a teammate.

E. Social and Ethical Values

1. It offers self-satisfaction in achievement.

2. It requires cooperation with tolerance of others.

3. It provides the acceptance of action without alibi or evasion.

F. Playing Courtesies

1. An attitude of fair play should be assumed by all players.

2. A player committing a foul or violation should raise her hand.

3. Play should cease as soon as the whistle is blown.

4. Respect of calls by the umpire should be given. Even though players may not agree.

5. The winning team should always be congratulated, GRACEFULLY.

G. Safety Procedures

1. Players should do warm-up exercises before play.

2. Street shoes should never be worn during play.

3. There should be no jewelry or sharp objects on players.

4. Players who wear glasses should wear eyeglass guards.

5. The playing field should be free from large rocks or broken glass.

6. Players should be encouraged to play positions to avoid collisions.

H. Equipment and Area

1. Equipment

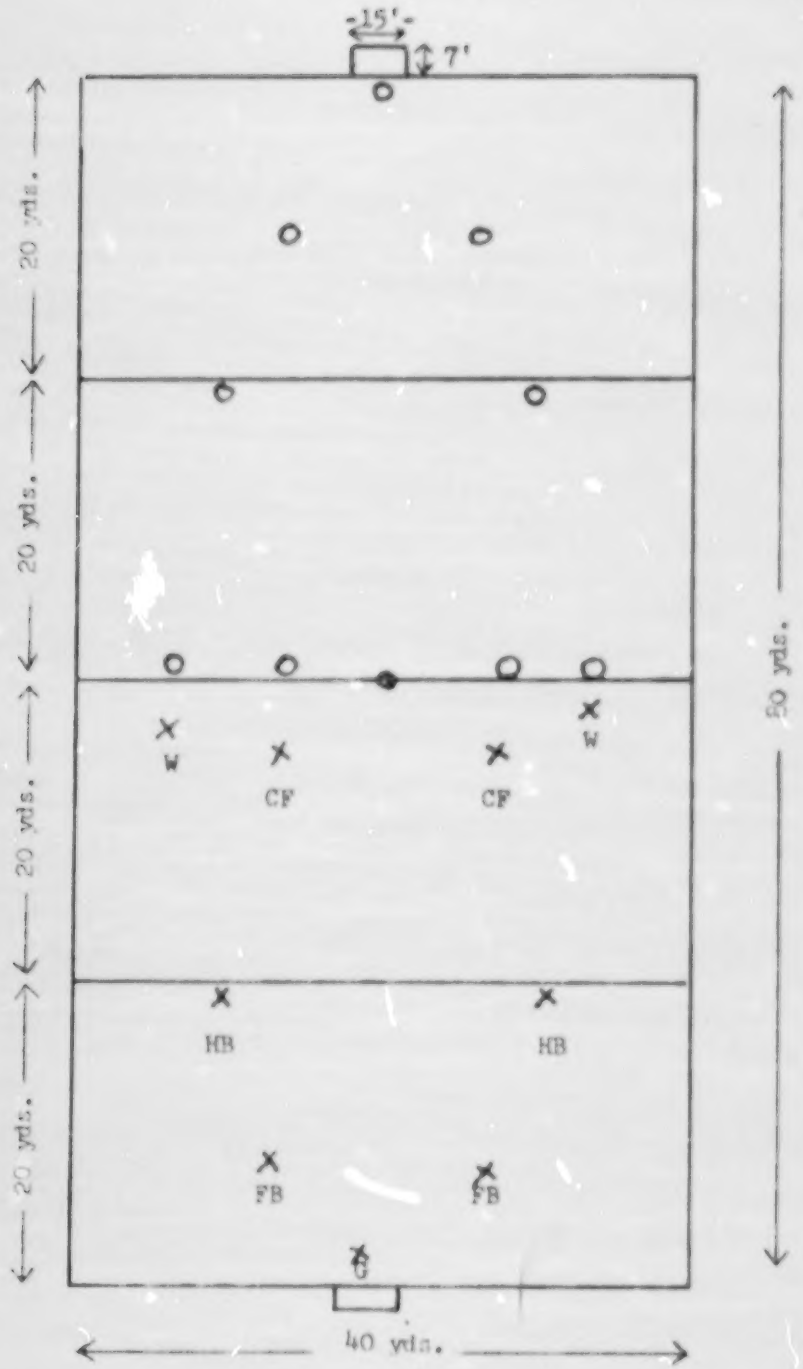
a. Soccer Ball. The circumference of the ball shall be not less than 27 inches nor more than 28 inches. The outer casing of the ball must be of leather, enclosing a tightly inflated rubber bladder. No material shall be used in the construction of the ball which would constitute a danger to the players.

b. Uniforms. Each team should have a uniform of a distinguishing color. Light cloth shinguards may be worn for leg protection.

2. Area

a. Field. The field is approximately 80 yards long and 40 yards wide; divided into four equal parts. The goals on each end line are constructed with two uprights approximately 15 feet apart with a crossbar on top approximately 7 feet high. (See diagram on following page)

GATOR BALL FIELD



Gator Ball Field and Players' Positions

I. Techniques and Fundamentals

1. Gaining Control of the ball

a. Blocking. The thighs, hips, abdomen, shoulder, and chest may be used. If the hands and arms touch the ball, they must be in close contact with the body. They should be folded across the chest for protection during the chest block. Watching the flight, the player moves into the path of the ball. As the ball contacts the body, weight shifts to the rear foot and the body "gives" with the impact. Slight body bend helps keep the ball in contact longer and permits better control as the ball is directed downward.

b. Tackling. Tackles are made from the front or side of the opponent. With weight supported on one leg, the tackler places the weightless foot on the side of the ball and quickly and accurately moves it away from her opponent.

c. Trapping. Trapping is a technique for gaining control of of a rolling or bouncing ball. The sole of the foot may be used to trap a ball rolling slowly. Standing in the path of the ball, the player raises the trapping foot several inches off the ground. The heel remains lower than the toe, as the ball of the foot is placed firmly on the ball. One or both legs are used to trap faster balls. To execute a one-leg shin trap with the right leg, the player lines up in the ball path with the left leg slightly forward. As the ball approaches, the leg flexes and the body lowers and inclines slightly forward. The toe of the right foot remains in contact with the ground, as the shin touches the ball and stops it.

If the inside of the leg is used, the right hip rotates slightly and the knee and calf force the ball to stop.

The two-leg trap is accomplished with feet close and parallel. The player's arms are extended easily at the side for balance. With the weight on the balls of the feet, the knees are flexed and the body weight moved down as the shins and ground form a "trap".

2. Maintaining Control, and Advancing the Ball

a. Dribbling. Dribbling allows a player, while moving, to maintain possession of the ball with her feet. The legs are turned outward to play the ball safely off the center of the body. The ball is tapped every two or three steps by the inside of each foot. Dribbling with the outside of the foot and two is a desirable advanced skill.

1. Advancing for a Score or the Ball to a Teammate

a. Passing with the hands utilizes the basketball technique of the chest, underhand, shoulder pass, overhead and hook passes.

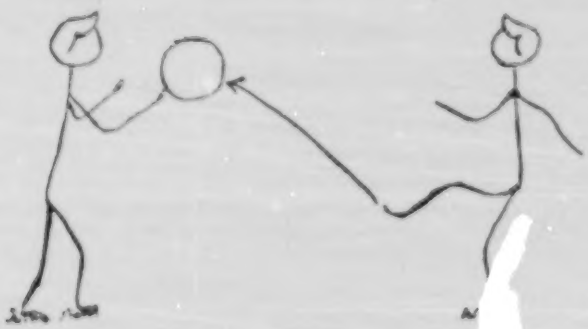
b. Passing with the feet is accomplished in several ways. To pass to the right using the inside of the left foot, the weight is supported on the right leg as the left leg swings across the front of the body. The knee straightens as the inside of the foot contacts the ball. The leg follows behind the ball as far as possible.

To pass to the left with the outside of the left foot, the body weight is on the right leg. The left leg is raised diagonally forward with the knee flexed. The left leg swings across the body as the outside of the forward portion of the foot contacts the ball below center.

Passing with the toe and heel are more advanced skills.

c. Lifting. The player lifting the ball is about a foot behind a stationary ball. With weight on the left leg, the right leg is forward , the knee flexed, and the toe toward the ground with the instep contacting the ball. The ball is lifted by a rapid leg lift, extension of the knee and toe lift. The leg follows through in the direction of the receiver.

d. Place-Kick. A place-kick is accomplished by kicking a stationary ball with the instep, inside, outside, toe, or heel of the foot. The most common instep kick is effected by shifting the body weight from the right to the left foot as the right leg swings through, toe pointing downward. The ball is contacted by the instep as the knee extends, lifting the ball up and away on the right foot.



Lifting ball to a teammate

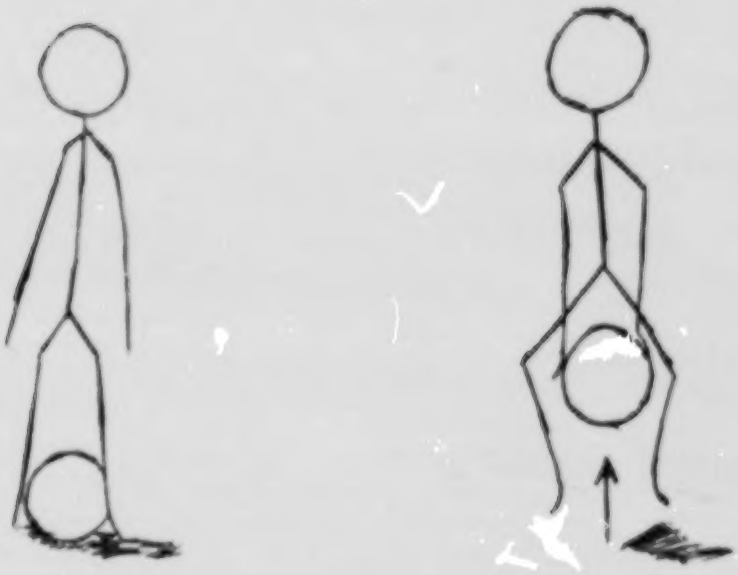
4. Pick-Up or Lift to Self

a. Lifting a stationary ball with one foot. The player stands behind the ball. She puts the sole of her lifting foot on top of the ball. She pushes down on the ball pulling it back toward her and quickly slides the toe of the same foot under the ball to lift it upward. The toes of the foot lifting the ball are turned slightly upward and the knees are bent outward to allow the body and arms to move forward to catch the ball.

Lifting ball to self with one foot

b. Lifting a moving ball. The player waits for the ball with one leg slightly extended. The heel is off the ground and the toe is pointing downward. As the ball rolls up and over the toe, the leg is quickly lifted as the knee bends outward and the body leans forward to reach the ball rising off the instep.

c. Kick-up with both feet. The ball is held between the player's feet by the inside of the feet and ankles. The player equalizes her body weight on the outer portion of her feet. She then jumps and bends her knees outward to pull the ball up within reach of her arms.



Lifting ball to self with two feet

5. Heading. A player should always go to meet the ball in the air. Eyes should be kept on the ball. Contact is made with the ball at the hairline of the forehead. Heading should never be attempted when the ball is below chin level.

6. Kicking. The ball should be kicked from the side of the body that it comes to you. The eyes should be kept on the ball and the body well forward. The knees should be bent over the ball. To kick or shoot low, the non-kicking foot should be placed along side of the ball. Follow-through of the kicking foot should be low. Do not hurry a kick when not necessary. A player should learn to kick with either foot.

   a. Instep. (For shooting and long passes). The toe is extended down and slightly inward. Contact is made with the ball at the shoe lacing.

   b. Volley. (For clearing a bouncing ball when there is no time to trap it). Contact is made with the ball at the lacing of the shoe.

c. Pivot. (For crossing direction of the ball...as kicking the ball back to the center of the field in line with the goal). The toe is extended down and slightly outward. Contact is made at the lacing of the shoe. The body is leaned well into the direction of the kick.

d. Toe. (For long kicks from deep defense area or free-kick). The toe of the shoe should make contact below the middle of the ball to give loft and distance. Grip toes of kicking foot on contact with the ball.

7. Running. A player should learn to run with speed and determination. There should be a purpose and objective in mind. A player should run into position when not in possession of the ball.

8. Ability to Combine with Others. Players should play position assigned. She should be aggressive on offence and determined on defense. Passes should be made to a teammate who is in a better position. She should also learn to play the ball and not the opponent.

V. LEARNING ACTIVITIES

A. Recommended Warm-Up Exercises

1. Running In Place

Body Areas:	thighs, legs
Position:	Stand erect with hands on waist
Procedure:	Trot in place for 32 counts (each time right foot touches floor is one count).

2. Body Twisters

Body Areas:	waist
Position:	Straddle Stand with arms out sideways.
Procedure:	Twist to right and return to front then twist to left and return to front. Try to twist from the waist up leaving hips and legs still. Do 8 times.

3. Squat Thrust

Body Areas:	legs, hips, arms
Position:	Stand straight, bend knees and place hands on floor in front on feet (squat position).
Procedure:	On a count of 2, thrust feet back so that body weight is on hands; on a count of 3, bring feet back to hands, and stand up on a count of 4.

(Recommended Warm-Up Exercises Continued)

4. Jumping Jacks

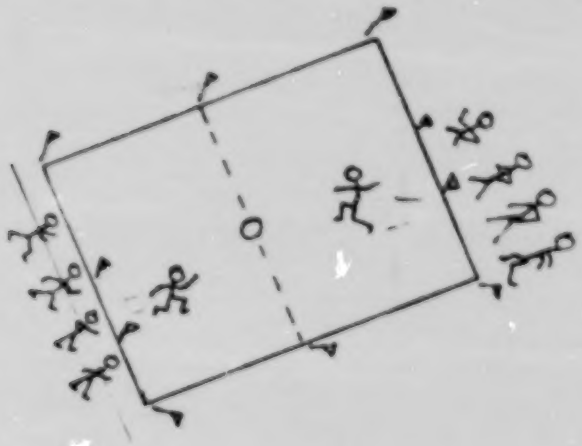
Body Areas:	ankles, calves, arms
Position:	Stand straight with arms by sides.
Procedure:	On a count of 1, the feet assume a straddle position, and the arms are brought out and upward over the head; on a count of 2, assume original position. Do 10 times.

5. Toe Touching

Body Areas:	back, waist, legs, ankles, arms
Position:	Stand straight with feet together; hands on waist.
Procedure:	On a count of 1, bend forward, keeping knees locked, and touch the toes. On a count of 2, return the hands to the waist; on a count of 3, stretch the arms over the head, going up on toes, bring the hands back to the waist on a count of 4. Do 10 times.

B. Lead-up Games and Variations

1. Line Soccer. On a field 30 yds. x 30 yds., goals are set up 3 to 5 yards apart. Each team lines up 5 yards behind their goal. There are 6 sideline markers, 4 goal markers, and 2 soccer balls. The ball is placed in the center of the field. On signal, players from the right of each line advance toward the ball. (1, 2 or 3 at a time). The first play of the ball may not be a hard kick to the goal. Play continues for 1 minute unless; 1) the ball goes out of bounds, 2) a player hits the ball with the hands or arms, 3) a score is made, or 4) a player fails to dribble or pass on the first play of the ball.
Scoring. 1 point is scored for each goal made. (Placing a bowling pin in the center of the goal adds greatly to the game.)



LINE SOCCER DIAGRAM

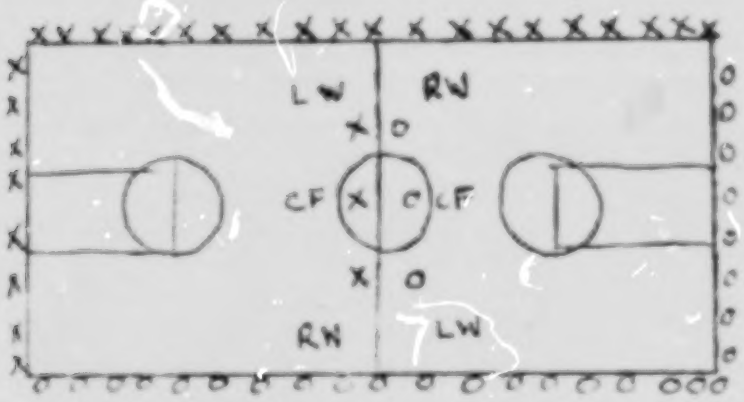
(Lead-Up Games and Variations Continued)

2. Circle Soccer. The objective of the game is for a forward to kick the ball below shoulder height across the opponents' half of the circle. The game is played on the field within a 50-foot circle. There are two teams of 16-24 players who line up as in diagram. The game is started, and after a point, by the leader (L) who rolls the ball into the circle on the center line. Center players may move anywhere in the circle or play the ball as soon as it crosses the center mark. After each point both teams will rotate. Two center players will move to their right to the outside of the circle while two players from the left become new center players. (Note Diagram). The opponents scores when a player catches or advances the ball with her arms; a circle player fails to keep one foot on the circle while kicking; a circle player allows the ball to cross out of the circle; a player kicks the ball across his own half of the circle, and when a player kicks the ball higher than the shoulders of the players where the ball crosses the circle.

Circle Soccer Playing Field and Players

(Lead-Up Games and Variations Continued)

3. Spasketball. Spasketball is a combination of speedball and basketball. The game is played on a basketball court with a playground or soccer ball. There are 10 or more players on a team who line up at the end line and side line. There are three players on the court: the right wing, the center forward, and the left wing.



X=Team A O=Team B

The game is started by tossing the ball up between the center forwards. When the ball is in the air, it is played like basketball and like soccer when it touches the floor. A ball can become an aerial ball by kicking it into the air, catching it as it rebounds from the backboard, or catching it as it is tapped from a toss-up. Each team tries to score at the end line defended by the opposite team. A score may be made by a basket, 2 points; a field goal, 2 points - a kicked ball which passes over the end line marked by the free throw lane, and between the end line players; a kicked goal, 1 point - a kicked ball which passes over any other part of the end line and between the end line players, and a free throw, 1 point.

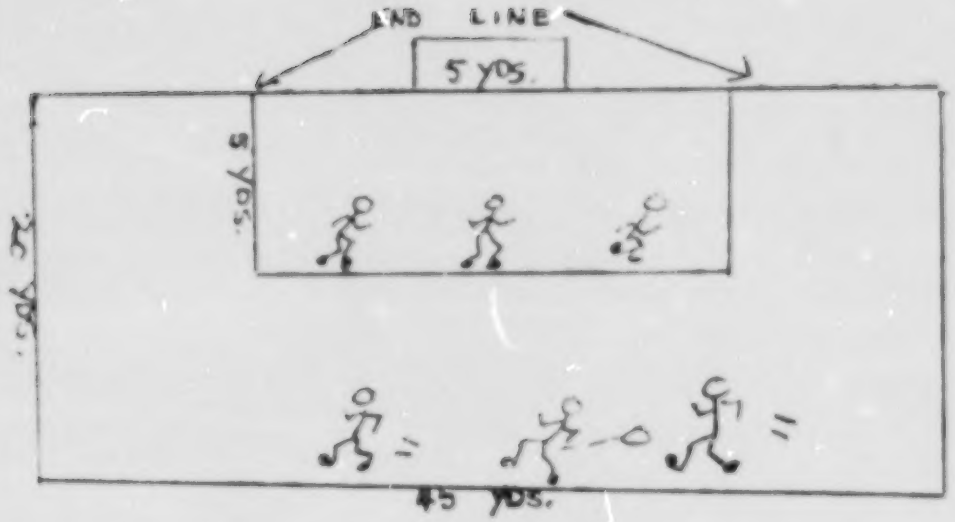
Scores can only be made by the court players. (RW, CF and LW.) End and side line players should retrieve the ball and pass it down the court. Side and end line players may take one step on to the court to retrieve the ball. It can be passed to the center players or to the other side or end line players. They can also convert a ground ball to an aerial ball. The scoring team rotates. The last three end line players move to the court positions, and the three court players move to the end of the side line. Each player moves to her right. After a score is made the ball is put in play by a toss-up between the center players. Fouls are the same as in basketball; free throw to the opposite team. However, for a ground ball foul, the ball is given to a side line player on the opposide team at the spot where the foul occurred. Double fouls, tie balls, and violations are penalized as in basketball.

(Lead-Up Games and Variations Continued)

4. Three Against Three. Three players attack the goal which is defended by three opposite players. The three attackers start from the penalty area line, while the three defenders must remain in the goal area until attack starts. No player may use his hands on the ball. Any foul committed is penalized by awarding a free kick from the point of the foul. Sides are changed when the defense kicks the ball out of the penalty area, or the attack scores a goal. When the defense plays the ball over the end line, the attack throws it in.

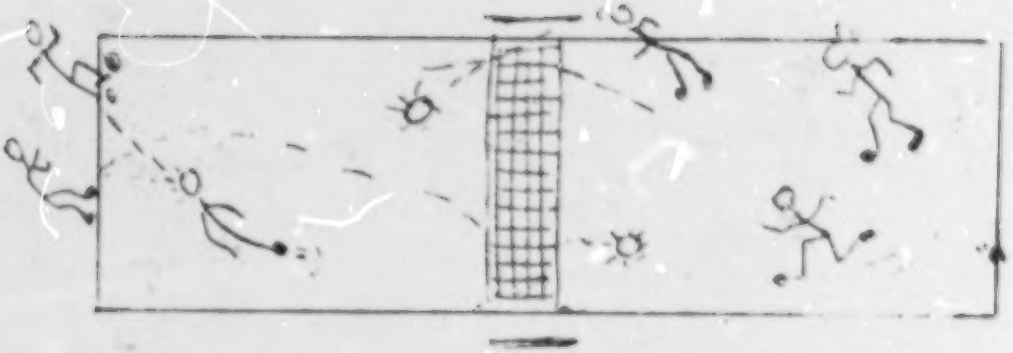
   (Variation - If the attack scores a goal, they may remain on attack.)

   The winner may be determined by fixing the number of goals to terminate the game, or by setting a time limit.



(Lead-Up Games and Variations Continued)

5. Volley Soccer.[1] There are three to five players on each team. The game is played on a court 30' x 60' with a net 3' from the ground. Each player takes his turn to serve the ball (volley kick or heading) over the net to the opposing team. After service, feet or head may be used. The ball may be played three times before returning it, with the allowance of 1 bounce between each play. Failure to return the ball at the end of three plays, or to allow the ball more than one bounce between plays, or playing the ball out of the opponent's court gives the point to the opposite team. 15 points constitute a game. The game must be won by a margin of 2 points.



[1]William Jeffrey, Vol. II, No. III, p. 8, The Magazine of the National Soccer Coaches Association of America.

C. Drills and Skills Practice Techniques

1. Soccer Skills and Drills

a. Dribbling

1. Single line formation. Six to eight players form a line, each line with a ball. A marker should be placed about 20 to 30 yards from the first player. The first player dribbles to the marker, goes around marker, and dribbles back to second player and goes to end of the line. The second player and all remaining players repeats action of player one.

2. Six to eight players in single line formation. Six markers are placed about 12 feet apart. Each player dribbles between markers and goes to the end of the line.

b. Trapping

1. Circle formation. Eight to twelve players form a circle. The ball is kicked across the circle and trapped; using the sole of the foot or front of one or both legs. Each player should practice three traps.

2. Variation - One player stands in the center on the circle and kicks to each player.

c. Passing. Two line of six players stand about five feet apart facing in the same direction. A marker is placed about 15 yards away from players. Line A kicks to line B, using the outside or inside of the foot pass, to marker and back to place.

d. Heading. Five lines with four to five players in each line are formed. The teacher moves to each line; tossing the ball to each player who in turn heads the ball back to her using the body to follow in an upward direction.

Circle Formation. Squad Leader tosses the ball around the circle to each player who volleys it back.

e. Tackling. Double line formation. Players face each other. Lines should be about 15 feet apart. On a given signal, the ball is tossed between players who rush toward ball and trap it. The opposite player tries to take the ball away with the feet. The hook or split tackle may be used.

2. Basketball Skills and Drills

a. Passing and Catching

1. Two-hand Chest Pass. Circle Formation with six to eight players. The ball is passed around the circle by squad leader. The ball is passed as soon as it is

(Two-hand Chest Pass Continued)

received. Stress finger tip and wrist action.

2. Shuttle Formation. The ball is passed back and forth between two players who run from the center of the field for about 15 yards and back to starting point.

b. Pivot. In single line formation players are thrown the ball and given the command of executing a right or left pivot.

3. Speedball Skills and Drills

a. Conversion

1. Kick-up to self. Using a circle formation, each player is allowed a chance to kick up the ball.

2. Kick up to teammate. Double line formation. Two lines of players face each other. Line A rolls the ball to line B. Each player kicks the ball from the ground into the air to a player in line A.

b. Punt. Two lines of five to eight players facing stand twenty yards apart. Line A punt the ball to line B who retrieve the ball and punt to line A.

c. Shooting. Semi-circle formation. Players form a semi-circle in front of goal. Each player is given a chance to shoot the ball through the goal, using the power kick. Two players are behind the goal to retrieve the ball.

(Variation - goal shooting while the ball is moving; with goalie on defense).

4. Football Skills and Drills

a. Running a converted ground ball. Two lines of four to six players face each other about 12 to 15 yards apart. Line A kicks the ball to line B who convert the ball to an aerial ball and begin to run in a zig-zag formation, trying to avoid being tagged by a player from A. Players from line A should not attempt to tag player from line B until ball has been converted.

b. Tagging. Two lines of six to eight players practice the tag by having one player from either line begin a slow run and is tagged by another player.

D. Players' Responsibilities

1. Forwards. The forwards are attacking players whose primary purpose is to score a goal.

   a. Area of play. Forwards usually play from their own halfback area to the opponents' goal. They should play own position and avoid bunching. Wings and inners sometimes change position, but very seldom center should interchange. Wings should take throw-ins.

   b. Needed skills. The ability to control the ball at top speed while running and dribbling, able to play the ball with either foot, kicking or trapping, receive the ball on the run, and dribble and dodge to the right or left. Also speed and endurance.

   c. Strategy. Passes to each other should be short and near the side lines. Center may make long passes to wings. The goalkeeper should be rushed when the ball is in a scoring position. Opportunity to kick for goal should always be taken.

2. Halfbacks. Halfbacks are both attackers and defenders. Their play is continuous in that they must back up their forwards, tackle, and mark the opponents who have the ball.

   a. Area of play. Halfbacks must play the whole field and may make goals. The right and left halfbacks are responsible for the inners when play is in the center of the field and at the kick-off. They should remain about 5 to 10 yards behind their forwards.

   b. Skills Needed by Halfbacks.

      1. Halfbacks must be able to tackle, pass, intercept, have good speed, endurance, and the ability to change direction quickly. They should also know the ability of their forwards so that passes can be made effectively.

      2. Needed skills of the Center Halfback. The center halfback should be able to call plays, have good judgment, and direct passes of teammates to best advantage.

   c. Strategy. Backfield players should make passes to the side lines when defending goal. They must be ready to take all throw-ins, defense kicks, and free kicks.

(Players Responsibilities Continued)

3. Fullbacks. The main purpose of the fullbacks is to defend their own goal.

   a. Area of play. The responsibility of each fullback is one-half the width of the field, usually around the penalty area. More so when the opposite team has possession of the ball. One fullback remains near the goal. The fullbacks may play nearer the restraining line when their own team is attacking.

   b. Needed Skills. Fullbacks should be able to block well with the feet and the body. They should be able to pass, intercept, trap, and run with good speed. They should be able to tackle to prevent goals, make long kicks to clear the ball from the goal, and the ability to judge the speed of opponents and the ball.

   c. Strategy. Fullbacks must be ready to quickly defend position if opponents get the ball. One fullback may play near her own restraining line on attack to assist in case of opponents' defense kick. Fullbacks should avoid obstructing the goalkeeper's view. To defend the goal more effectively, they may interchange with halfbacks in the goal area.

4. Goalkeeper. The primary purpose of the goalkeeper is to defend the goal.

   a. Area of play. The goalkeeper usually plays near the goal. Usually within the penalty area. She may leave the penalty area to attack an opponent ONLY if the goal is protected by her fullbacks.

   b. Skills Needed. The goalkeeper should have good judgment of players, and alertness. She possesses the ability to drop-kick, punt, and throw long passes.

   c. Penalty area privileges. The goalkeeper can catch and throw the ball, punt and drop-kick, pick up and volley the ball, bounce the ball twice, and take two steps with the ball.

   d. Strategy. The goalkeeper should use all of the privileges of her position. She should throw or kick the ball very close to her forwards. She should always clear the ball to the side lines, and if the goal is covered by a fullback, take the defense kick.

E. Team Play

1. Offensive. Only the concerted effort of the entire team makes if possible to score. The ball should be kept moving toward the goal. The same method of attack should not be used throughout the game. If the wind is high the ball should be played on the ground. Offensive players must be able to shift to defense if the ball goes to the opposite team. Weaknesses of the opposite team should be looked for and played against.

   a. Scoring

      1. Kick the ball down the side line. When near the scoring area, lift the ball to a teammate, who passes the ball to another player in the center of the field who attempts a field goal by dropping the ball to the ground.

      2. Kick the ball down the center of the field, lift the ball to a teammate who passes the ball to a player on the side line, who runs for a touchdown.

2. Defensive. Defensive players should learn to play the ball, not the opponents. They should work together as a team. No one player can keep a score from being made. Try to keep the ball out of the scoring area. The ball should be kept on the ground if the opposite team plays a good aerial game. Try several defensive tactics to see which is most effective against opponents' plays. Be able to play good aerial and ground defense.

F. Suggested Structure of Activities

1. Progression in Gator Ball may come in several areas:

   a. Progressing from simple tasks to complex situations.

   b. Progressing from individual goals and skills to team play.

   c. Progressing from short distances to greater distances, from a modified field and equipment to regulation size playing field and equipment.

2. Suggested Approaches

   a. Inductive Approach. Teaching the parts to the whole. Skills and rules are thoroughly explained, demonstrated, and practiced through drills and other activities before the students are moved into the actual game situation.

(Suggested Approaches Continued)

b. Deductive Approach. Teaching from the whole to the parts. Explanations, demonstrations are held to a mimimum as concentration is on teaching an overview of the activity. The student is moved more quickly into the game situation, and drills and reviews accent the daily activities.

c. Combination of Deductive and Inductive Approaches. This combination of approaches allows the student to get an overview of the game and an understanding of the basic skills. When students are later moved into the game situation, drills, demonstrations, and explanations are injected as a planned sequence and whenever the progress of the students indicates the necessity of a review or introduction of a new skill. This combination approach enables the students to see the relevance of the drills to their personal development concurrent with the building of physical skills necessary to play the game.

3. The following grouping of material can be used as a point of reference. Teacher preference, school facilities, and group progression should be the deciding factors in the order of presentation.

a. Introduction of Fundamental Skills

1. Dribbling
2. Trapping
3. Volleying
4. Kicking
5. Heading
6. Running
7. Tackling
8. Blocking
9. Punting
10. Conversion of ground balls to aerial balls.

b. Presentation of Game

1. History
2. Game Description
3. Rules and Regulations
4. Safety Factors
5. Playing Courtesies
6. Terminology
7. Social Values
8. Area of Play and Equipment

c. Game Strategy and Tactics

1. Team Play

a. Positions of forwards, halfbacks, fullbacks, and goalkeeper.

b. Offensive

c. Defensive

(Suggested Structure of Activities Continued)

d. Game Situation

1. Class Tournament

G. Recommended Resources for Teachers

(Note: There is a limited amount of resource material on Gator Ball. It is felt that this limitation is due to the number of team sports found in this game. Therefore, resource material recommendations will be of those major sports. Each teacher should preview and evaluate materials before using them. Titles of films and filmstrips that may be ordered from Dade County Audio-Visual Services are followed by catalog numbers. Forms for ordering these materials may be obtained from the school's audio-visual representative.)

1. Books

a. A.A.H.P.E.R. How We Do It Game Book. Washington, D.C.: N.E.A. Sales Publication, 1964, p. 277.

b. Armbrister, Irwin, and Musker. Basic Skills In Sports For Men and Women. St. Louis: C. V. Mosby Company, 1963.

c. Casady, R. Donald, Mapes, Donald F., and Alley, Louis E., Handbook Of Physical Fitness Activities. New York, New York: The Macmillan Company, 1965.

d. Grombach, V. John. Touch Football. New York, New York: The Ronald Press Company, 1958.

e. Meyer, H. Margaret and Schwarz, M. Marguerite. Team Sports For Girls and Women. Washington, D.C.: W. B. Saunders Company, 1965.

f. Paterson, Ann. Team Sports For Girls. New York: The Ronald Press Company, 1958.

g. Stanberry, Dean and De Santos, Frank. Touch Football. New York: Bold Face Books, Inc., 1961.

(Recommended Resources for Teachers Continued)

2. Bulletins and Guides

a. Curriculum Bulletin 5-B. A Guide For Instruction In Physical Education. Miami: Dade County Public Schools, 1959.

b. Curriculum Bulletin 5-C. A Guide For Instruction In Physical Education. Miami: Dade County Public Schools, 1960.

c. Curriculum Bulletin, 5-H. Sports Skill Tests 7-12. Miami: Dade County Public Schools, 1967.

d. Division of Girls and Women's Sports. Soccer - Speedball Guide. Washington, D.C.: A.A.H.P.E.R., N.E.A. Sales Publication. (Current every two years.)

e. Gussman, Gary. Soccer Skills and Drills. Miami: D.C.A.H.P.E. Workshop, Camp Owassia Bauer, 1963.

H. Recommended Resources for Pupils

1. Study Guide (course content)

2. Books (Check school Library.)

a. A.A.H.P.E.R. How We Do It Game Book. Washington, D.C: N.E.A. Sales Publication, 1964.

b. Foye, Cline. Soccer. New York: Franklin Watts, Inc., 1968.

c. Pickens, Richard. How To Punt, Pass, and Kick. New York: Random House, Inc., 1965.

d. Volgelsinger, Hubert. How To Star In Soccer. New York: Four Wind Press, 1968.

3. Guides

a. Division of Girls and Women's Sports. Soccer - Speedball Guide. Washington, D.C.: A.A.H.P.E.R., N.E.A. Sales Publication. (Current every two years.)

I. Skills and Drills Formations

1. Trapping

a. Body Trap

b. Front of the Leg Trap

c. Foot Trap

d. Front of both legs Trap

BODY TRAP

FRONT ONE LEG TRAP

FOOT TRAP

FRONT BOTH LEGS

2. Volleying

a. Shoulder Volley

b. Knee Volley

c. Head Volley

TOSSER

SHOULDER VOLLEY

KNEE VOLLEY

HEAD VOLLEY

(Skills and Drills Formations Continued)

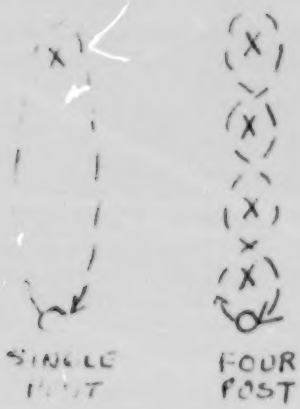
Key

0 = Player

_____ = Path of Player

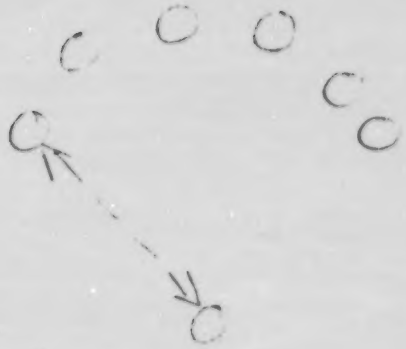
---------- = Path of Ball

3. Dribbling



4. Two-Main Pass

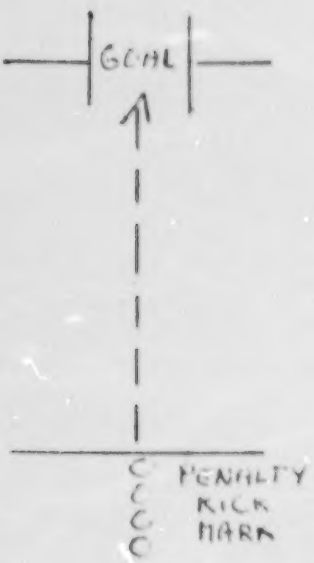
5. Trap and Pass



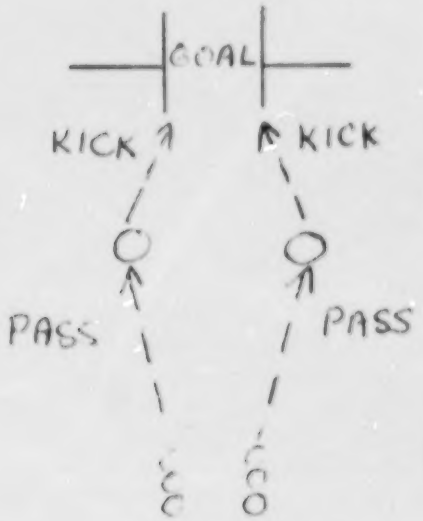
6. Trap and Kick

(Skills and Drills Formations Continued)

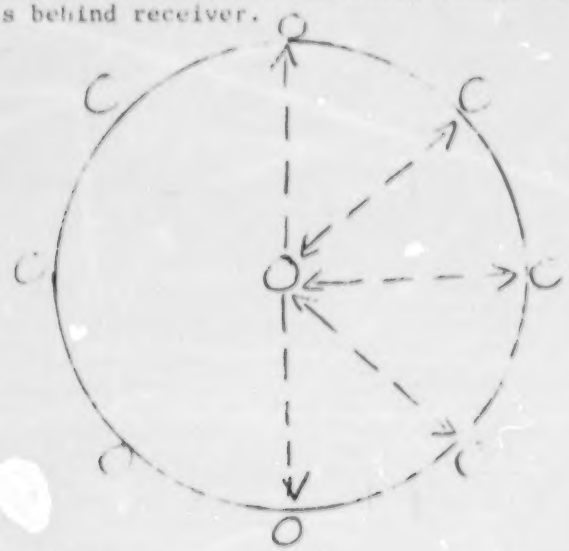
7. Penalty Kick



8. Pass and Goal Kick



9. Three-Man Weave. Each man dribbles, passes laterally, and cuts behind receiver.



VI. EVALUATION PLANS

A. Skills Tests

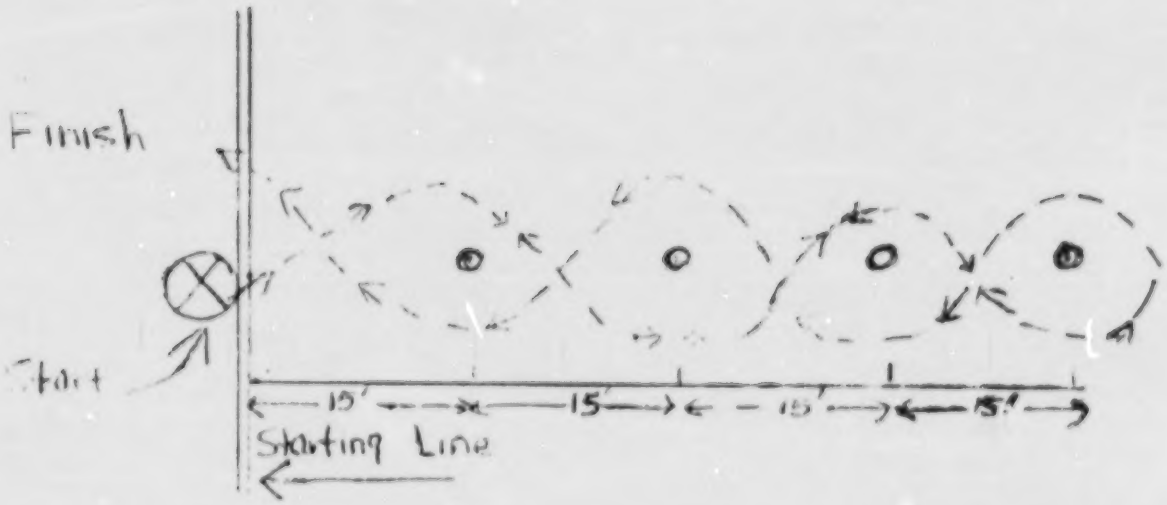
1. Zigzag Dribble

a. Purpose

To measure ability to dribble around obstacles with emphasis on control and speed.

b. Equipment

Soccer ball
Stop watch
Tires
Marked area



Place obstacles in a straight line fifteen feet apart with the first obstacle fifteen feet from the starting line.

(Zigzag Dribble Continued)

c. Procedure

Soccer ball is placed on the starting line. On the signal "go" the player dribbles the ball with his feet around the opposite side of each successive obstacle to the last obstacle, dribbles around the last obstacle and back to the first obstacle in the same manner. When the first obstacle has been reached on the return trip, the ball may be kicked across the starting line. Only the feet may be used throughout the test. If player loses control of the ball, he must regain control legally and continue the test as described. Two trials are given each player.

d. Scoring

Time shall be recorded in second and tenths from the starting signal until ball crosses the starting line. The better time of the two trials shall be recorded.

SOCCER [illegible] TEST 1

Age	GIRLS		
	12-13	14-15	16-18
Excellent	19.9	19.9	19.9
Very Good	20.0-20.1	20.0-20.1	20.0-20.1
Average	20.2-29.8	20.2-26.2	20.2-26.2
Fair	29.9-30.0	26.3-28.0	26.3-28.0
Poor	30.1-up	28.1-up	28.1-up

(Skills Test Continued)

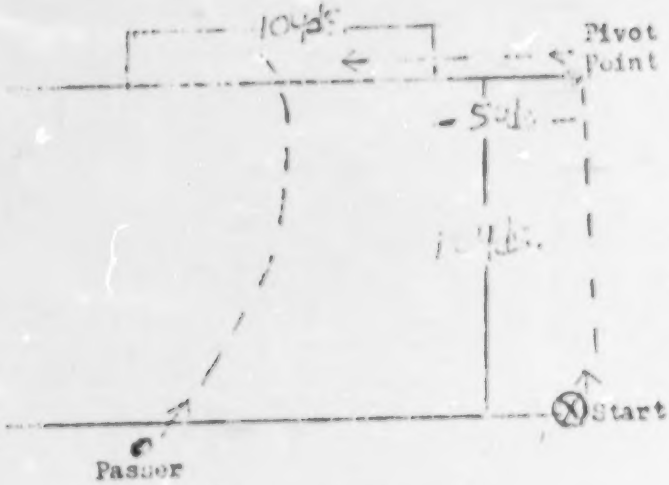
2. Pass Receiving

a. Purpose

To measure skill in catching forward passes.

b. Equipment

Footballs
Field Markings
Measuring Tape



Mark starting positions 19 yards to right and left of the center position on the line of scrimmage. Mark pivot positions 10 yards perpendicular to starting points. Mark a 10-yard receiving zone parallel to the line of scrimmage.

c. Procedure

Player takes position as an end on the line of scrimmage. Player starts running to the pivot point. Passer throws ball into receiving zone after player has rounded pivot point. Player attempts to catch pass within receiving zone. Any ball below hip level, above head level, behind, or not thrown into receiving zone is thrown over. Player receives three (3) passes running from right of center and three (3) passes running from the left. One point is awarded for each pass that is caught. One practice pass may be allowed.

d. Scoring

The score is the total number of passes caught on the six trials.

(Skills Test Continued)

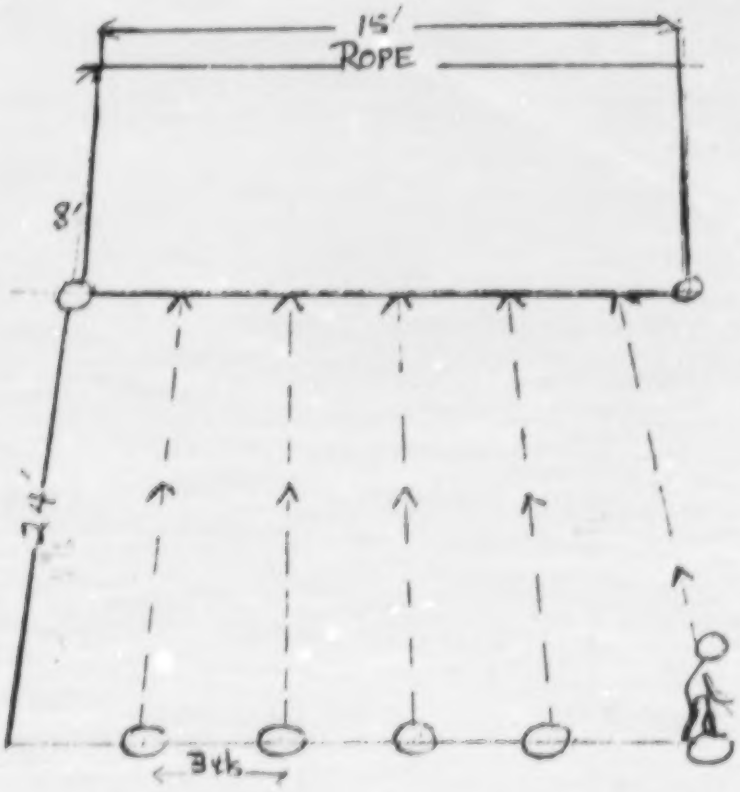
1. Goal Power Kick

a. Purpose

To measure kicking power and accuracy.

b. Equipment

Soccer balls
Two standards
Rope
Markings



c. Procedure

Five balls are positioned as illustrated. Player kicks one ball from each of the five (5) areas attempting to kick ball through the goal. <u>One point</u> is awarded for each ball driven through the goal on the ground. <u>Two points</u> are awarded for a ball that passes through the goal and under the crossbar in the air as a fly ball. A short run (3 to 6 steps) is permitted prior to kicking. Either foot may be used for the kick. One practice kick may be given preceding the test.

(Goal Power Kick Continued)

d. Scoring

Total points scored for the five (5) kicks is recorded.

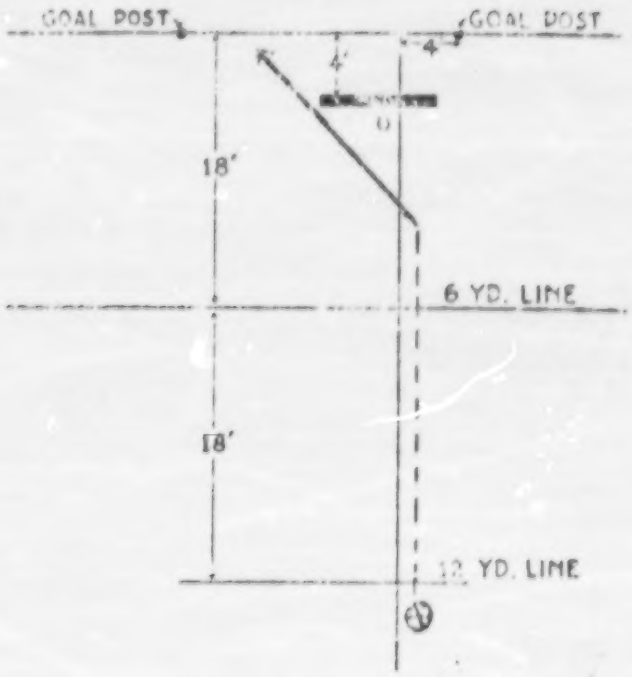
4. Dribble and Pass

a. Purpose

To meausre judgment in placement and timing of passes.

b. Equipment

Soccer balls
Bench (6 feet)
Two goal posts
Stop watch
Markings



Mark line 15 yards long and perpendicular to the goal line, 4 feet inside the goal post for restraining lines. Extend the 12 yard line for a starting line. Mark the 6 yard line. Bench is placed 4 feet from the goal and parallel to it. For the trials from the left side, the bench is moved to the same position on the left and all directions reversed.

(Dribble and Pass Conintued)

c. Procedure

Place the ball on the 12 yard line outside the restraining line. On the signal "Ready, Go," player dribbles the ball forward, keeping to the right of the restraining line. After passing the 6 yard line, the ball is kicked for goal from the most advantageous position. Any type of kick is permissable but ball must be kicked from outside the restraining line and must enter the goal between the left end of the bench and the left goal post. Each trial must be completed in four seconds, from the work "Go" until the ball is kicked. Five trials are given from the right side, then five from the left. Retrievers should recover balls and roll back to starting line.

d. Scoring

One point is given for each goal scored in a legal trial. Five trials are given as described; then the bench is set up on other side of goal and test repeated. The score is the total for the ten trials.

SOCCER BASIC TEST II

	GIRLS			BOYS		
Age	12-13	14-15	16-18	12-13	14-15	16-18
Excellent	7-up	9-up	13-up	8-up	10-up	14-up
Very Good	6	8	10-12	7	9	10-13
Average	3-5	2-7	4-9	4-6	5-8	6-9
Fair	2	1	3	3	3-4	5
Poor	0-1	0	0-2	0-2	0-2	0-4

(Skills Test Continued)

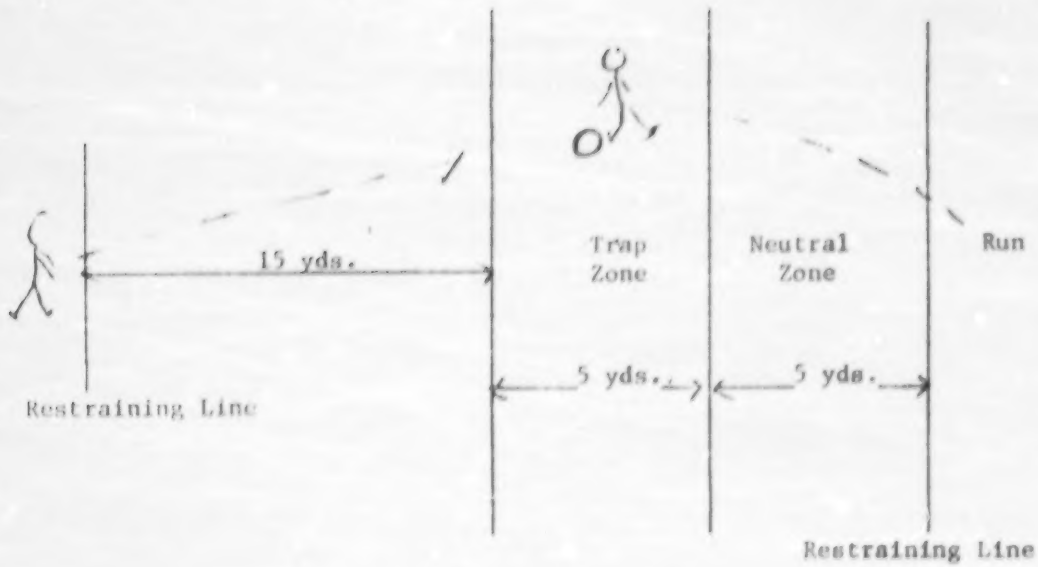
5. Foot Trap

a. Prupose

To meausre ability to adjust body movement to a moving ball and to trap the ball.

b. Equipment

Soccer balls
Field markings



Mark three (3) parallel lines fifteen (15) yards long and five (5) yards apart. Mark a line fifteen (15) yards from trap area for throwing line.

(Foot Trap Continued)

c. Procedure

Player stands behind throwing line. Thrower rolls ball (moderately fast) toward the trap area. Player moves forward from behind the restraining line to the trap area as soon as ball is rolled and attempts to make a legal trap. Ball is rolled first to the right of the player, then to the left, and then directly at the player. Ball must be trapped with complete control (dead ball) within the trap area to score a point. Legal traps include using the sole of either foot, inside of lower leg, or front of both legs. A trial consists of nine throws. Two trials will be given. Two practice throws may precede the test.

d. Scoring

A point is scored for each successful legal trap. The score is total points for each trial. Record the better score of the two (2) trials.

SOCCER BASIC TEST III

Age	GIRLS			BOYS		
	12-13	14-15	16-18	12-13	14-15	16-18
Excellent	7-9	9	9	7-9	7-9	9
Very Good	4-8	8	8	6	6	8
Average	2-7	3-7	3-7	4-5	5	5-7
Fair	1	2	2	3	4	4
Poor	0	0-1	0-1	0-2	0-3	0-3

(Skills Tests Continued)

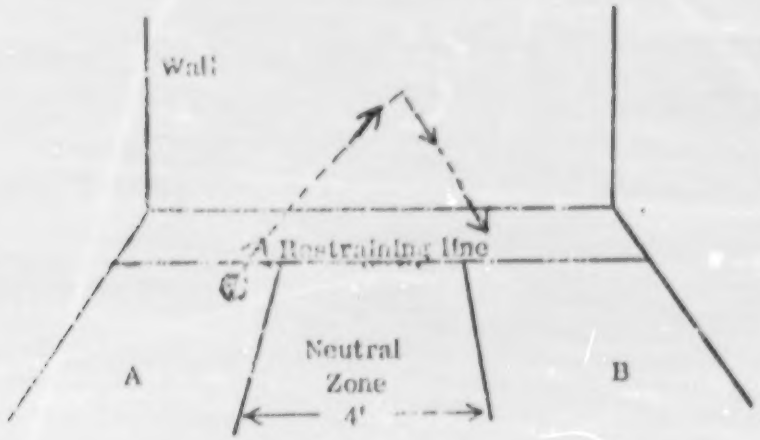
6. Wall Foot Pass

a. Purpose

To measure ability to control the ball while moving.

b. Equipment

Soccer ball
Stop watch
Wall space
Markings



Draw a restraining line on the floor 5 feet from the wall and parallel to it. Draw two lines, each 4 feet in length, on the floor at right angles to the restraining line and four feet apart. Mark "A" and "B" to the left of these lines.

(Wall Foot Pass Continued)

c. Procedure

Place ball on the floor at "A". On the signal, "Ready, Go," pass the ball diagonally to the wall with the foot so that it will rebound in a forward direction toward "B". Run across the neutral area to "B" and control the ball with either one or both feet, and again pass it to the wall. Continue back and forth across the neutral area, passing alternately from areas "A" and "B". One point is scored each time the ball hits the wall on a pass started from behind the restraining line and outside the neutral area. Player may cross restraining line to recover the ball but must return to the proper area before making the next pass to the wall. Point does not count if player steps on or over the line while making the pass. There will be a practice trial of four (4) passes to the wall. There will be two trials of thirty (30) seconds each.

d. Scoring

One point is scored each time the ball hits the wall on a pass started from behind the restraining line and outside the four (4) foot neutral area. The score is the total points for each trial. Record the better of the two trials.

BASIC TEST 1

	GIRLS			BOYS		
Age	12-13	14-15	16-18	12-13	14-15	16-18
Excellent	8-up	10-up	13-up	8-up	11-up	14-up
Very Good	7	5-9	11-12	7	9-10	11-13
Average	3-6	4	5-10	5-6	4-8	5-10
Fair	2	3	3-4	2	3	3-4
Poor	0-1	0-2	0-2	0-1	0-2	0-2

(Skills Test Continued)

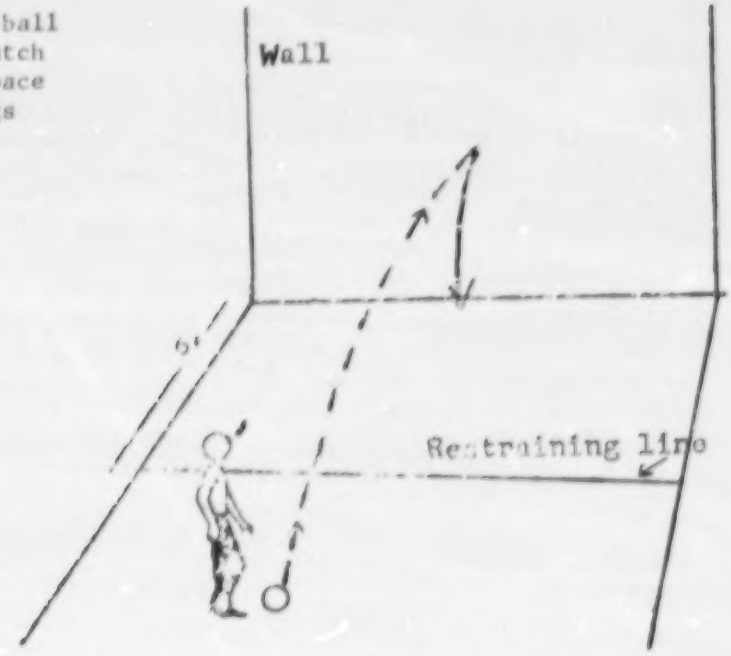
7. Kick-Ups

a. Purpose

To measure skill in judging the speed and height of the ball and the ability to execute the kick-up.

b. Equipment

Soccer ball
Stop watch
Wall space
Markings



Draw a restraining line on the floor parallel to the wall and six (6) feet from it.

(Kick-Ups Continued)

c. Procedure

Place ball on restraining line. Stand behind the line facing the wall. On the signal, "Ready,Go," kick the ball against the wall with the feet and control it on the rebound by executing a one-or two-foot kick-up. After the kick-up, quickly place the ball on the restraining line and continue the test. If the ball does not rebound to or beyond restraining line, cross the line and recover ball with hands, return beyond restraining line before the next pass. A practice trial or two passes to the wall and two kick-ups are allowed prior to the test. The test consists of three trials of thirty seconds each.

d. Scoring

The score is the total number of legal kick-ups for each trial. The best score or three trials is recorded.

SPEEDBALL BASIC TEST II

		GIRLS			BOYS	
Age	12-13	14-15	16-18	12-13	14-15	16-18
Excellent	15-up	10-up	15-up	12-up	17-up	15-up
Very Good	10-14	8-9	13-14	9-11	10-11	13-14
Average	4-9	4-7	5-12	3-8	5-9	4-12
Fair	3	3	4	2	4	3
Poor	0-2	0-2	0-3	0-1	0-3	0-2

(Skills Tests Continued)

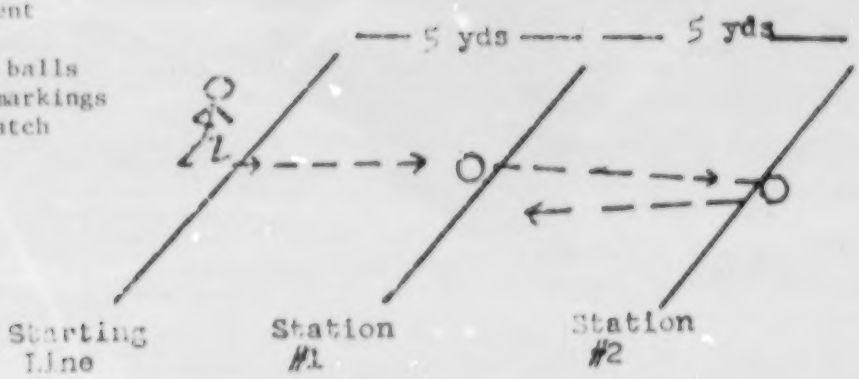
8. Two Legged Lift

a. Purpose

To measure agility and ability to lift ball to self with both feet.

b. Equipment

Soccer balls
Field markings
Stop watch



Starting Line — Station #1 — Station #2

Mark two parallel lines 5 yards apart and 6 feet long. Place a soccer ball in center of each line. Mark a starting line 5 yards from Station #1.

c. Procedure

The player stands behind the starting line and on the signal, "Ready,Go," runs to Station #1 and attempts to execute a two-legged lift, catches the ball, places it back on the ground behind line and runs to Station #2, and continues to attempt as many lifts as possible in the thirty seconds allowed while rotating between the two stations. If the ball rolls into neutral zone, it must be placed behind the line on the ground (but not between the feet) with the hands before another lift is attempted. Player should use the inside of both feet and ankles to grip the ball, jump upward with knees bent, release by moving the feet apart and catch ball in hands. An illegal lift will not be counted. Two practice lifts are given preceding the test. Each player will be given <u>two trials</u> of <u>thirty seconds</u> each.

d. Scoring

The score is the total number of legal two-legged lifts executed in the thirty seconds allowed for each trial. Record the better of the two trials.

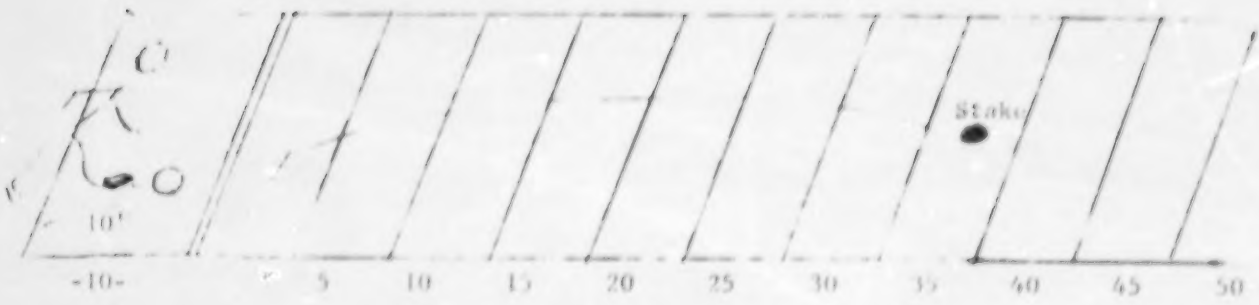
10. Punt

a. Purpose

To measure skill in punting for distance.

b. Equipment

Soccer balls
Stake markers
Measuring tape
Field markings



Mark a restraining line of two parallel lines, ten (10) feet apart. Mark lines parallel to the restraining lines, five (5) yards apart.

c. Procedure

Player takes position in the restraining area with the ball, takes steps, drops ball and punts as far as possible. Player must not step on or over the restraining line until after the ball leaves the hands. Retriever marks the point where the ball first hits the ground with a stake and rolls it back to kicking area. Two more kicks are taken and the stake is moved accordingly to mark player's best kick. Measure the best kick perpendicular to the restraining line.

d. Scoring

Record the <u>best</u> of the three <u>trials</u> to the nearest foot.

OBSERVED SKILLS		STUDENT'S NAME	SOCIAL AND PERSONAL
DRIBBLING	HEADING		EMOTIONAL CONTROL
TRAPPING	PASSING		TEAM WORK
TACKLING	PUNTING		PLAYING COURTESIES
BLOCKING	TEAM PLAY		WILLINGNESS TO PARTICIPATE CONSIDERATION OF OTHERS
VOLLEYING			

BIBLIOGRAPHY

BOOKS

A.A.H.P.E.R. How We Do It Game Book. Washington, D.C.: Sales Publication, 1964.

Cassady, Donald R., Mapes, Donald F., and Alley, Louis E. Handbook of Physical Fitness Activities. New York, New York: The Macmillan Co., 1965.

Meyer, Margaret and Schwarz, Marguerite M. Team Sports For Girls And Women. Washington, D.C.: W. B. Saunders Company, 1965.

GUIDES AND BULLETINS

Curriculum Bulletin 5-B. A Guide For Instruction In Physical Education. Miami: Dade County Public Schools, 1959.

Gussman, Gary. Soccer Skills and Drills. Miami: D.C.A.H.P.E. Workshop, Camp Owassia Bauer, 1963.

Curriculum Bulletin 5-H. Sports Skill Tests 7-12. Miami: Dade County Public Schools, 1967.

Curriculum Bulletin 5-C. A Guide For Instruction In Physical Education. Miami: Dade County Public Schools, 1960.

Division of Girls and Women's Sports. Soccer - Speedball Guide. Washington, D.C.: A.A.H.P.E.R., N.E.A. Sales Publication. (Current every two years.)

State Department of Education. Elementary and Secondary Standards, 1971. Tallahassee: Section Four, Junior High.

State Department of Education. Elementary and Secondary Standards, 1971. Tallahassee: Section Five, Senior High.